

## #94

<b>Emnekode</b>	SOS118
<b>Emnetittel</b>	Should I stay or should I go? Re-thinking mobilities in sociological perspective
<b>Semester</b>	Vår 2022
<b>Institutt</b>	Sosiologisk institutt
<b>Emneansvarlig</b>	Jan Skrobanek

### **Emnets undervisnings- og vurderingsform**

Lectures (12) and seminars (altogether 44 hours).

### **Oppfølging fra tidligere evalueringer**

dette er første evaluering

<b>Evalueringemetode(er)</b>	student evaluation SOS118 Students get 30 minutes to fill in there thought/comments/ideas - I encourage them to take notes (only for them and not for exchange with other students to keep thresholds for writing honestly very low). After they have finished, I leave the room and invite the students a) to discuss their point of view with each other and b) to summarize their results. After they have finished, they call me back in again and present their results as well as discuss them with me.
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### **Sammendrag av studentene sin evaluering**

The students were generally satisfied with the structure and the content of the lectures:

Some key feedback:

Pros:

- Very interesting and encouraging content of the lectures
- Engaging style of lecture: 25-30 minutes presentation + 15 minutes discussion
- Provides much space for critical reflection and discussion
- Fosters engagement, self-reliance and responsibility among the students
- Clear cut syllabus with direct pensum coupling
- Strong interlink between lecture content and seminar work + practical tasks (mobility map, interview, mobility observation log)
- Lecture content and practical tasks based on ongoing research project(s)
- Students really enjoy applying theoretical knowledge to practical tasks during the lecture and the seminar
- Invitation of international experts is highly appreciated
- Very good preparation for assignments/exam - good guidelines preventing failure and mistake
- Very good accessibility of lecturer/seminar leader and communication

cons

- The link between pensum and content of lectures could be even stronger
- Ambitious expectations regarding student's engagement and self-reliance
- Style of the courses pushes students "comfort-zone"/tries to overcome it
- Could be even more student engagement
- High expectations regarding the extent of reading
- Fosters active participation - "It is hard to lean back during the lecture/seminar" - but not all students want to be

engaged that much

### **Emneansvarlig sin evaluering**

During the course I use two evaluations/feedback rounds, one in the middle of the term and one at the end. I use the following sheet starting with the following question: What is worth to keep/to change?

The course really makes a surplus for the students and for me. Most of the students are highly engaged, read the course material, actively contribute to the lecture and seminars, do the practical task and due to that reach high learning outcome.

However, there are some aspects which pose a bit of challenge.

Students are quite heterogenous regarding theoretical and methodological knowledge - that makes sometimes a challenge regarding the realization of practical tasks during the seminar.

To realize a strong coupling between lecture content and practical tasks takes much more time/resource effort for guidance of the students than planned for the course.

The course content/structure expects proper engagement of the seminar leaders. This time I experienced a bit of communication gap between me and the seminar leaders. Due to their workload, it took effort to communicate and to meet regularly. Sometimes it was too much forth and back in e-mail communication for finding dates and coordinate our course efforts.

The seminar leaders got criticized by some of the students of not having been engaged as expected and sometimes not well prepared for the seminars. I discussed this with the seminar leaders and the most important reason for this was their study workload. They signaled to me that they had much to do for their study (workload due to assignment and exam preparation during the course) and thus could not invest in reading and preparing the seminars as they expected.

Finally, the non-obligatory character of the lecture and seminar leads to fluctuation in student participation in general and a low degree of participation/involvement of students in the seminars since the seminar structure expects strong practical involvement and empirical study practices. Furthermore, although in-class presentation of readings is obligatory in many cases this does not lead to continuous participation during seminars. Several students just do their in-class presentation but nevertheless participate non-regularly.

**Last opp karakterfordeling her  
(Du finner den i Inspira, alternativt kan  
du ta kontakt med administrativ  
kontaktperson)**

[karakter SOS118 22.pdf](#)

### **Evt. kommentar til karakterfordeling**

The grades very good represent students achievement and engagement

### **Mål for neste evalueringsperiode- Forbedringstiltak**

Seminar participation should become obligatory - more the 70% of the seminars should be attended by students.

I will expect stronger involvement of seminar leaders and especially from students regarding the planned practical seminar task

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